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ABSTRACT

Focusing on self awareness (the emotional self), this unit entitled "My Feelings Are Me" is one of four grade 5 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., realistic self-concept formulation), three career development themes (e.g., understanding one's uniqueness as a result of learning, growth, and maturation), three unit goals (e.g., recognizing emotions in oneself and in others), and four performance objectives (e.g., list ten different emotions that you recognize in yourself and in others). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include identifying emotions and feelings, symbols of emotions, and eliciting feelings. Section III contains twenty-seven reference sheets, and section IV contains twenty-three student activity sheets. (CT)

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ED169271

Suggested for
**Grade 5**

# MY FEELINGS ARE ME

one in a series
of
## CAREER DEVELOPMENT CURRICULUM UNITS
for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 098

# MY FEELINGS ARE ME

**Grade 5**

*(Second Edition)*

one in a series
of

## CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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**CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT**

**ESEA TITLE III**

Gerald Geik, Project Director

William Barrett, Superintendent

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## FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individuals career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

| | UNIT TITLE | FOCUS |
|---|---|---|
| K | ME | Self Awareness: Physical Self |
| | INSIDE ME | Self Awareness: Emotional Self |
| | SCHOOL WORKERS | Occupational Clusters: Public Service, Clerical |
| | COMMUNITY HELPERS | Occupational Clusters: Public Service, Natural Resources, Health |
| 1 | FRIENDSHIP | Self Awareness: Social Self |
| | A FEW OF OUR FAVORITE THINGS | Occupational Clusters: Arts, Technology, Research, Personal & Product Services |
| | TELEPHONE WORKERS | Occupational Clusters: Transportation, & Communication |
| | THE FOOD STORE | Occupation Clusters: Business & Sales |

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| | UNIT TITLE | FOCUS |
|---|---|---|
| 2 | MY ENVIRONMENT | Self Awareness: Environmental & Physical Self |
| | BAKING INDUSTRY | Occupational Clusters: Natural Resources, Manufacturing |
| | FIREFIGHTERS | Occupational Cluster: Public Service |
| | PET INDUSTRY | Occupational Clusters: Public Service, Personal & Product Services |
| 3 | DAIRY INDUSTRY | Occupational Clusters: Health, Manufacturing |
| | RESPONDING BEHAVIOR | Self Awareness: Emotional & Social Self |
| | RESTAURANT INDUSTRY | Occupational Clusters: Health, Hospitality and Recreation |
| | AIRLINE WORKERS | Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research |
| 4 | FORESTRY | Occupational Cluster: Natural Resources |
| | BEST FOOT FORWARD | Self Awareness: Self Appraisal, Goal Setting and Social Self |
| | POSTAL WORKERS | Occupational Cluster: Public Service |
| | POLICE WORKERS | Occupational Clusters: Clerical, Public Service |
| 5 | OUR GROUP AND ME | Self Awareness: Group Roles & Social Self |
| | MANUFACTURING | Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing |
| | HOSPITAL WORKERS | Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health |
| | MY FEELINGS ARE ME | Self Awareness: Emotional Self |
| 6 | GOING ABROAD, ANYONE? | Occupational Clusters: Transportation & Communication, Hospitality & Recreation |
| | ME, MYSELF AND I | Self Awareness: Physical, Emotional, Social & Intellectual Self |
| | T.V. INDUSTRY | Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research |

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## THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

## CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

| K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|
| Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing. | Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities. | Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.) | Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept. |





*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

| K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|
| Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.) | Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.) | Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept. | Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles. |

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

| K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|
| Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.) | The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.) | The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity. | The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept. |

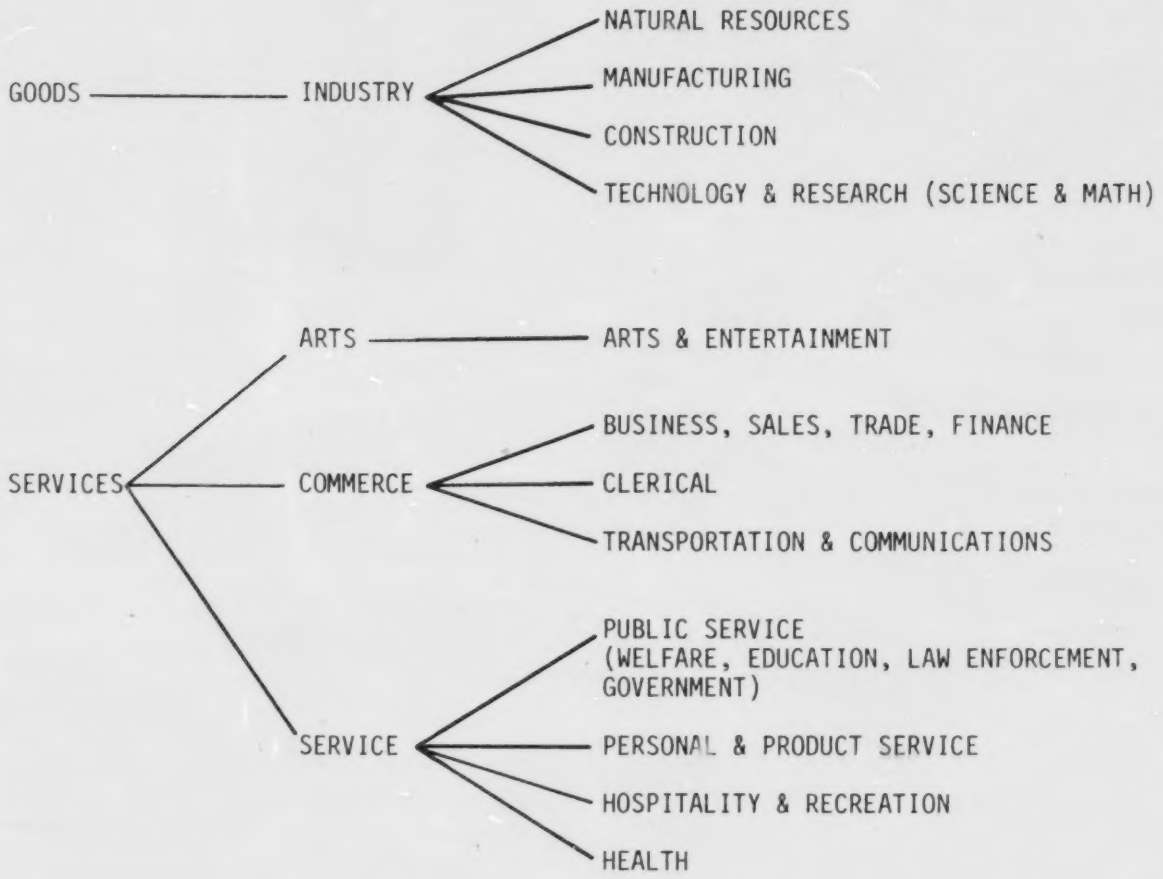






*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



## USING THE UNIT

| | |
|---|---|
| SECTION I | Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners. |
| SECTION II | Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule. |
| SECTION III | Contains reference information for teachers from which a background can be built to effectively conduct the learning activities. |
| SECTION IV | Contains activity sheets for student's use. |

"My Feelings Are Me"
Grade 5

## Unit Pationale

The primary purpose of this unit is for students to become aware that everyone has emotions. Once this purpose is achieved, it is hoped that the students will be able to identify these emotions in others and in themselves. Hopefully such identification will lead to a better understanding and acceptance of human behavior.

## Teacher Information

This unit has been designed for use in a non-moralizing, non-judgmental atmosphere. Create this type of atmosphere to assure the students that it is all right to open themselves up, to admit their uncertainties, and to use their own minds. Note that if you come across a situation where you need to assert your position on an issue, do so in a way that makes it clear that your assertions are your ideas and not necessarily the feelings of everyone else.

Remember that a non-moralizing atmosphere does not mean a non-structured or non-disciplined atmosphere. Allow the students to have the right to their own thoughts, but insist on certain behaviors in the classroom, especially those behaviors that protect everyone's rights to think and speak.

Stress that a non-moralizing atmosphere makes success easy. Remember there is no right or wrong answer when opinions are asked. Make the students feel that they have succeeded and are appreciated. Explain that they do not have to worry about giving a right or wrong answer as they do in subject areas.

Use these activities to help build self-confidence and respect for one's self and others. Keep in mind the idea of accepting whatever people say. Remember this attitude contributes to positive emotional feelings and strengthens the students' ability to think.

## Teacher Preparation

1. Study the unit carefully.

2. Make copies of the necessary evaluation and activity sheets.

3. Observe that some of the unit's activities involve small group work. Prevent confusion by assigning the students to small groups before starting the unit. Choose a method of grouping such as one of the following:

a. Allow the students to mill around until each finds someone whom he or she does not know very well. Have each pair find another pair, and let the four sit together.

b. Have all Aries, Capricorns, etc. sit together. Combine or subdivide groups to make groups of three's and fours.

c. Count off by tens to make groups of threes if there are thirty students in the class. Count off by nines to make groups of threes if there are twenty-seven students in the class.

d. Pass out slips of paper so that three or four students receive the same symbol (animal, letter, city, flower, car, etc.). Allow the students to find each other and sit together.

4. Do not present a capsule when there is a sarcastic or disrespectful mood among the students. Wait until there is, at least, a neutral mood before teaching the activities.

5. Note that the references listed below were used in compiling this unit. Refer to them for background information.

Dinkmeyer, Don C., Guidance and Counseling in the Elementary School, Readings, in Theory and Practice, Holt, Rinehart, and Winston, Inc., 1968.

Limbacher, Walter J., Becoming Myself, Dimensions of Personality, Pflaum/Standard, 38 West Fifth, Dayton, OH. 45402

Limbacher, Walter J., Here I Am, Dimensions of Personality, Pflaum/Standard 38 West Fifth, Dayton, OH. 45402

Limbacher, Walter J., I'm Not Alone, Dimensions of Personality, Pflaum/Standard, 38 West Fifth, Dayton, OH. 45402

Reid, A., Thread - Techniques for Human Relations Programs for Children, Kopy Kat Printing, MN. 1972.

Stamm, Martin and Nissman, B., New Dimensions in Elementary Counseling, Richards Rosen Press, New York, 1971.

FILMSTRIPS

Me, Myself, and I - Filmstrip Series from Eye Gate House, Jamaica, NY. 1968.

"My Feelings Are Me"
(Continued)
Grade 5

INSTRUCTIONAL KITS

Michigan Interdisciplinary Series for Teaching Oral Lanugage, Migrant Education Center, Central Michigan University, Mt. Pleasant, MI.

SRA - Focus on Self-Development Stage III - Involvement, 1972, 259 East Erie Street, Chicago, IL 60611

JOURNALS

Elementary School Guidance and Counseling, Vol. 7, No. 4, 1974.

Elementary School Guidance and Counseling, Vol. 8, No. 8, Oct., 1973.

ALBUMS

I Wonder - Album, by Ruth Bebermeyer, Community Psychological Consultants, Inc., 1940 Gulf Drive, St. Louis, MO. 63130, 1971.

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Grade 5


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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"My Feelings Are Me"
Grade 5

Element #II - Decision-Making Skill Development and Utilization

Theme 2.2 - The student will identify and use information about self and life-roles as part of decision-making.

Unit Goal - The student will become aware that facial expressions may symbolize feelings.

Unit P.O. #1 - Given five (5) different illustrations of facial expressions symbolizing different emotions, the student will identify each. (Evaluation Sheet #2)

Element #III - Realistic Self Concept Formulation

Theme 3.1 - The student will understand his or her own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will recognize emotions in himself/herself and in others.

Unit P.O. #2 - The student will list ten (10) different emotions that he/she recognized in himself/herself and in others. (Evaluation Sheet #1)

Unit P.O. #3 - The student will demonstrate an awareness of feelings found in himself/herself as measured by the completion of a "Feelings" booklet which includes at least eight (8) of Activity Sheets #2-13.

Theme 3.2 - The student will understand the relationship of social and educational forces to his or her individual development.

Unit Goal - The student will become aware of emotions emitted during different situations.

Unit P.O. #4 - Given six (6) incidents, the student will identify the emotions which would most likely be felt during each situation. (Evaluation Sheet #3)

Evaluation Procedure
"My Feelings Are Me"
Grade 5

Pre-Assessment

1. Do not discuss any aspect of this unit before administering the pre-test.

2. Review the elements, themes, goals, and performance objectives.

3. Make enough copies of Evaluation Sheets #1, 2, and 3 for all of the students.

4. Give the students Evaluation Sheet #1. Read the directions to the students as they read along silently.

5. Follow the same procedure for Evaluation Sheets #2 and #3.

6. Check the students' work; use the answers found at the end of the unit.

7. Use the appropriate pre-test sections of Evaluation Tabulation Form B to record the students' raw scores from the Pre-Evaluation Sheets.

   a. Total the columns to indicate the number of students who met the criteria as stated in the performance objectives.

   b. Transfer these totals to Evaluation Tabulation Form B.

8. Have the students complete at least eight (8) of the twelve (12) Activity Sheets #2-13 while you are teaching this unit.

9. Place a check (✓) after the students' names on Evaluation Tabulation Form B, as they successfully complete each Activity Sheet.

   a. Total the number of students who successfully completed eight (8) of these sheets.

   b. Transfer these totals to Evaluation Tabulation Form A.

Post-Assessment

1. Follow the same procedure as listed in #2-7 above, but record the results in the post-test sections of Evaluation Tabulation Forms A and B.

2. Submit the completed Evaluation Tabulation Forms A and B to the building office.

Evaluation Tabulation Form A

Unit Name "My Feelings Are Me" Teacher _____

Building _____ Grade 5th

| | Performance Objective | *Evaluation Sheet # | Test Items | Accepted Level of Performance | # of Students Taking Test | # of Students Reaching Accepted Level | OPTIONAL % of Students Reaching Accepted Level |
|---|---|---|---|---|---|---|---|
| 2 | Pre - List different emotions. | 1 | 10 | 10 | | | |
| 2 | Post- List different emotions. | 1 | 10 | 10 | | | |
| 1 | Pre - Identify different emotions symbolized by facial expressions. | 2 | 5 | 5 | | | |
| 1 | Post- Identify different emotions symbolized by facial expressions. | 2 | 5 | 5 | | | |
| 4 | Pre - Identify emotions emitted. | 3 | 6 | 6 | | | |
| 4 | Post- Identify emotions emitted. | 3 | 6 | 6 | | | |
| 3 | Pre - None | | | | | | |
| 3 | Post- Demonstrates an awareness of feelings. | Act. Shts. #2-13 Tab. Form B | 12 | 8 | | | |

*Administer the tests in the sequence listed above.

Date Returned to Principal _____

## Evaluation Tabulation Form B

Unit Name "My Feelings Are Me" Teacher _____

Building _____ Grade 5th

1. Record, in the appropriate columns, the students' raw scores from Evaluation Sheets #1-3.
2. Total the columns to indicate the number of students who met the criteria as stated in Performance Objectives #1-4.
3. Place a check (✓) in column P.O. #3 after the students' names as the students complete Activity Sheets #2-12.
4. Place a check (✓) in the tally column to indicate those students who successfully completed at least eight (8) of the activity sheets.

| Evaluation Sheet # | 1 | | | 2 | | | 3 | | | Activity Sheets | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| P.O. # | #2 | #2 | % of | #1 | #1 | % of | #4 | #4 | % of | #3 | | | | | | | | | | | |
| Student Names | Pre | Post | Growth | Pre | Post | Growth | Pre | Post | Growth | | | | | | | | | | | | Tally |
| 1. | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | | | | | | | | |

Evaluation Tabulation Form B
(Continued)
Grade 5

| Evaluation Sheet # | 1 | | | 2 | | | 3 | | | Activity Sheets | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | |
| P.O. # Students Names | #2 Pre | #2 Post | % of Growth | #1 Pre | #1 Post | % of Growth | %4 Pre | %4 Post | % of Growth | #3 | | | | | | | | | | | | | Tally |
| 16. | | | | | | | | | | | | | | | | | | | | | | | |
| 17. | | | | | | | | | | | | | | | | | | | | | | | |
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| 19. | | | | | | | | | | | | | | | | | | | | | | | |
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| 21. | | | | | | | | | | | | | | | | | | | | | | | |
| 22. | | | | | | | | | | | | | | | | | | | | | | | |
| 23. | | | | | | | | | | | | | | | | | | | | | | | |
| 24. | | | | | | | | | | | | | | | | | | | | | | | |
| 25. | | | | | | | | | | | | | | | | | | | | | | | |
| 26. | | | | | | | | | | | | | | | | | | | | | | | |
| 27. | | | | | | | | | | | | | | | | | | | | | | | |
| 28. | | | | | | | | | | | | | | | | | | | | | | | |
| 29. | | | | | | | | | | | | | | | | | | | | | | | |
| 30. | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | |

Evaluation Sheet #1

Name _____

Date _____

List ten (10) emotions that you recognize in yourself or others:

Do not use any two words that have the same meaning.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Evaluation Sheet #2

Name_____

Date_____

Write the emotion which symbolizes each of the following facial expressions.
You may not use the same emotion more than once.

1. _____

2. _____

3. _____

4. _____

5. _____

Evaluation Sheet #3

Name_____

Date_____

Indicate the emotions that would most likely be felt during each of the following situations. You may not use a word more than once.

Loneliness Worry Envy Suspicion Pride Guilt

1. The teacher has just told you that your work is very outstanding.

   _____

2. You have been wanting a new ten (10) speed bike for a long time. Your friend told you that his parents just gave him a new ten (10) speed bike, and it wasn't even his birthday.

   _____

3. Your sister has been saving to buy a new doll. She feels sad because she needs $1.00 more to buy the doll. You took a dollar off of her desk last week and spent it on bubble gum and candy.

   _____

4. All of your friends have gone away on vacation. You have no one with whom to play.

   _____

5. You have a report that is due in 5 minutes, and you can't find it.

   _____

6. You have lost 25¢, and your brother just bought an ice cream cone.

   _____

Answers for Evaluation Sheets #1, 2, and 3

Evaluation Sheet #1

Accept any word that expresses a feeling, but do not accept two words that are synonymous.

Angry - irritated, enraged, furious, annoyed, infuriated, provoked, mad

Friendly - kindly, helpful, cordial, kind-hearted

Frightened - nervous, timid, scared

Funny - amusing, comical, silly, goofy

Guilty - sinful, remorseful, at fault

Happy - pleased, joyous, delighted, glad, joyful, contented, satisfied, peaceful

Hopeful - trusting, confident, secure, reassured

Jealous - envious, resentful

Lonely - alone, lonesome, desolate

Loving - devoted, attached, affectionate

Proud - arrogant, haughty, conceited, vain

Sad - unhappy, dejected, sorrowful, depressed, gloomy, somber

Secure - loved, wanted, safe, protected

Selfish - self-centered, mean, stingy

Self-respectful - dignified

Stupid - dumb, ignorant

Surprised - astonished, shocked, amazed, startled, dazzled, stunned, staggered, bewildered

Suspicious - mistrustful, distrustful, doubtful

Thankful - grateful, appreciative, obliged

Worried - concerned, anxious, aprehensive

*Evaluation Sheet #2

1. Anger
2. Happiness
3. Surprise
4. Fear
5. Suspicion

Evaluation Sheet #3

1. Pride
2. Envy
3. Guilt
4. Loneliness
5. Worry
6. Suspicion

*Accept any answer the student can justify.

Capsule #1
Introduction

*I. Use the following learning experience to introduce this unit:

A. Divide the students into small groups. Put their desks or tables together, and give each group an activity to work together; i.e., mapwork, problem solving, art, etc.

B. Give a cupcake or cookie to just one person in each group after they are working well together. Say, "Here's a little treat for you to eat." (Put a whipped topping on the cupcake so that it will have to be eaten right away and will be harder to divide.) Go back to your desk and observe what happens. Try excusing a student from the assignment instead of using cupcakes.

C. Allow them to complain a great deal; then ask them what they are upset about. (Let them tell you that they are upset because you only picked one person.) Ask them how they feel toward you. (Expect them to say "mad," "angry," disgusted," etc.) Write their responses on the board.

D. Ask them how they feel toward the person in their group who received the treat. (Expect a variety of responses depending on how each student acted. Observe that if he or she did not share the treat, then the others will be "jealous" or "angry," but if he or she shared it with the others, then they will feel "grateful.") Write these words on the board.

E. Ask the class how they would feel if you told them that they could now all have a cupcake. Write their responses on the board.

F. Say to them, "I have been asking you how you feel. Is this the same kind of feeling that you would have if you touched a dog's fur, put your hand in hot water, or touched sandpaper?" Discuss briefly the difference between feeling something with your hands, and the kind of feeling that is referred to when someone says, "You hurt my feelings." Explain that feelings like this are called emotions. Refer to the words on the board. Bring out the idea that everyone has emotions which are working all of the time. Help the students realize they are not the only people who have feelings of hatred, jealousy, sadness, happiness, or pride. Stress that most people have good and bad feelings toward other people.

*Adapted from I'm Not Alone, Dimensions of Personality, Walter J. Limbacher, Pflaum/Standard, 38 West Fifth, Dayton, OH 45402.

| Resources & Materials | Notes |
| --- | --- |
| B. Cupcakes or large cookies (one for each student)<br>Napkins<br>Tray | |

II. Be aware of using "feeling" words throughout the teaching day.

A. Let a student tell about some of the things that make him/her angry.

B. Ask if there is anyone who would like to tell how he/she feels about tests. Note that students tend to have the same opinion as their teacher, so try not to take a position. Try to facilitate the students' expression of their own feelings.

| Resources & Materials | Notes |
| --- | --- |
| | |

Capsule #2
Identifying Emotions

---

I. Use this capsule to help the students recognize a variety of emotions. Do not try to implement all of the following activities. Study the pre-test results and consider the needs of the students. Choose carefully those activities that will best help the students recognize ten (10) different emotions in themselves and in others. (See P.O. #2)

II. Show a filmstrip such as Why Do My Feelings Change?

A. Ask the students to recall "feeling" words discussed in the filmstrip. List the feelings on the board as the students identify them. Consult the list below:

| | |
|---|---|
| Affection | Happiness |
| Anger | Hate |
| Boredom | Hurt |
| Contentment | Indifference |
| Disappointment | Jealousy |
| Eagerness | Love |
| Envy | Sadness |
| Fear | Pride |

B. Ask the students to identify the "pleasant" and the "unpleasant" emotions. Mention that it is much nicer to be around people that show pleasant rather than unpleasant emotions.

C. Ask students to match emotions that are opposites; i.e., suspicion--trust, happiness--sadness, love--hate, cowardice--bravery, interest--boredom, etc.

D. Make the filmstrip available for the students to review.

E. Let the students cut out letters that spell emotion words. Display these words around the room, or make mobiles.

III. Introduce "Emotion Glasses". (See Reference Sheet #1)

A. Tell the students that you have brought with you some very special glasses. Explain that they are special because they are "Emotion Glasses." (Write the word emotion on the board as a reminder.) Explain that when you put on each pair of glasses, you will see things in a different way because the glasses will give you a different emotion.

| Resources & Materials | Notes |
| --- | --- |
| II. Filmstrip, Why Do My Feelings Change? Eye Gate House | |
| III. Reference Sheet #1<br>A. Railroad board<br>Scissors | |

1. Put on the glasses, and look around the classroom in a suspicious way. Role-play the situation. Use possible thought expressions such as, "All the students are staring at me. I'll bet they say nasty things about me when I go out of the room."

2. Put paper glasses on a puppet. Pretend the puppet is a student. Tell the "student" that the Principal wants to see him after school. Role-play the student's thoughts:

   "Oh, oh, why does he want to see me? I haven't done anything wrong. He is probably going to yell at me. He will probably call my parents, and then I'll really be in trouble. I'll bet someone made up a lie about me and told him. I wonder if it was May--she hasn't liked me since the beginning of the year."

3. Ask the students to identify the emotion you have portrayed. (Suspicion or Mistrust)

4. Allow one of the students in the class to put the glasses on himself/herself, or the puppet, and respond with suspicion to the questions that his/her classmates ask.

B. Introduce a second pair of "glasses".

1. Put the glasses on the puppet, or on yourself, and role-play the same situation of waiting to be seen by the Principal.

   "I'll bet the Principal has a surprise for me. Maybe he wants to tell me what a good job I have been doing this year. Maybe he wants me to be on a school committee. Oh, I can hardly wait."

2. Ask the students to identify the emotion they think you have portrayed. (Happiness, excitement, etc.) Record their responses on the board.

3. Let volunteer students put on these "Happy Glasses" and share their experiences. Let the students ask questions of the volunteer student to enhance the discussion. Give some assistance in keeping the responses positive when wearing the "Happy Glasses." For example, have a student ask the volunteer what he/she would do if someone ripped his/her shirt on the way home from school. Remind him/her that he/she would have to think of a happy or positive response.

| Resources & Materials | Notes |
| --- | --- |
| | |

C. Wear a third pair of glasses, and encourage the students to identify the emotion or emotions you are portraying.

D. Allow the students to role-play different emotions while wearing different glasses.

1. Have the other students identify the emotions being demonstrated.

2. Continue until the students can't think of any more emotions to role-play.

*IV. Give the students Activity Sheet #1. Tell them that there are twenty-two (22) "feeling words" hidden in the maze. Explain that the words are arranged vertically and horizonally, but none are arranged diagonally or backwards. Tell them that some of the words are pleasant, some are unpleasant, and some are both. Have them circle all the "feeling" words they can find. (See Reference Sheet #2 for answers.)

A. Have the students write a paragraph or story using at least five of the "feeling" words found in the maze.

B. Let the students draw pictures to illustrate the words.

C. Have the students pantomime situations that would demonstrate these "feeling" words.

V. Stress that many emotions are expressed through music.

A. Have the students bring records to school that express different emotions. Encourage them to try to identify the feelings that are being expressed.

B. Play some of the following songs by Ruth Bebermeyer: (Refer to Reference Sheets #2a, 2b, and 2c for the lyrics of these songs.)

Side 1 - Cut 2 - "How Do You Feel?" (Round)

Side 2 - Cut 3 - "Sometimes It Feels Good (To Feel Bad)"

*Adapted from Elementary School Guidance and Counseling, Vol. 8, Oct., 1973.

| Resources & Materials | Notes |
| --- | --- |
| IV. Activity Sheet #1<br>Reference Sheet #2<br>Drawing paper<br>Paints<br>Crayons or magic markers | |
| B. Reference Sheet #2a, 2b, and 2c<br>Record player<br>Album I Wonder by Ruth Bebermeyer | |

Side 1 - Cut 4 - "Happiness Happens"

Side 1 - Cut 7 - "You're Just A Kid"

Side 2 - Cut 3 - "I'm So Many People"

Side 2 - Cut 6 - "What Do You Do (When You're Mad)?"

C. Encourage the students to discuss the message that is being conveyed by this type of music.

*VI. Allow the students to identify emotions as they take turns role-playing.

A. Prepare a fishing game.

1. Use construction paper to cut out paper fish. (See Reference Sheet #4a)

2. Write different instructions on each fish. (See Reference Sheet #4b)

3. Put a paper clip on each fish's nose.

4. Make a small fishing pole. Use a stick about 2' long and a string with a magnet attached.

B. Allow the students to play the fishing game.

1. Ask a student to catch a fish with the fishing pole.

2. Have him/her silently read the instructions written on his/her fish. Ask him/her to role-play the given situation.

3. Tell the other students to watch for any clues that will help them identify the emotions the student is role-playing. (Facial, voice, gestures, etc.)

4. Ask the students to identify the emotion or emotions they feel are being role-played. Have them tell what clues helped them draw their conclusions.

*Adapted from: Here I Am, Dimensions of Personality, Walter J. Limbacher, Pflaum/Standard, 38 West Fifth, Dayton, OH 45402.

Resources & Materials

Notes

VI. Construction paper
Scissors

1. Reference Sheet #4a

2. Reference Sheet #4b

Paper clip
Stick
String
Small magnet

Capsule #3
"Identifying Their Own Feelings"

---

I. Use this capsule to help the students identify their own feelings. Do not implement all of the activities, but have the students complete at least eight (8) of the twelve (12) Activity Sheets #2-13. (See P.O. #3) Remember to take into consideration the needs of the students as you decide which activities you will implement.

II. Have the students make booklets about their feelings during the implementation of this entire unit. (See Activity Sheets #2-13) Use Evaluation Tabulation Form B to record the students' progress.

A. Have the students make title pages or covers. Use construction paper or tagboard.

1. Let them title the booklets, "My Feelings Are Me".

2. Have them place a picture of themselves on the front cover.

B. Ask the students to write about a specific feeling on each page of the booklet; i.e. I feel happy when ... . Have them leave the top half of the pages blank so they can illustrate the paragraphs they have written.

1. Determine the interval between distributing the pages.

2. Display the pages on a table so the students can choose which emotion they would like to write about that day.

*III. Have the students hear a tape like How Would You Feel If... . Discuss the tape.

IV. Place "Emotion Boxes" in the classroom as the students begin to identify emotions in themselves and in others.

A. Construct two Emotion Boxes:

1. Choose boxes that are approximately the size of a shoe box.

2. Cover them with construction or contact paper.

3. Letter the words "EMOTION BOX" on the side of each box.

4. Label one box "PRIVATE" and the other "NOTES TO MY TEACHER."

*Adapted from SRA - Focus on Self-Development Stage III - Involvement, 1972, 259 East Erie Street, Chicago, IL 60611

| Resources & Materials | Notes |
| --- | --- |
| I. Activity Sheets #2-13 (one per student) | |
| II. Activity Sheets #2-13 Evaluation Tabulation Form B<br>A. Construction paper or tagboard | |
| III. Tape recorder, tape, How Would You Feel If... SRA - Focus on Self-Development - Stage III, Unit D, Side 2 | |
| IV. 2 shoe boxes<br>Construction or contact paper<br>Magic markers | |

B. Explain to students how to use the boxes.

1. Give the students Activity Sheet #14.

2. Ask them to practice filling in this sheet. Give examples such as the following:

"Angry--Linda kept calling me names at recess."
"Sorry--I made fun of one of my classmates."
"Confused--I don't understand my assignment."
"Scared--I don't want to take my science test."
"Bored--I don't like spelling."

3. Give the students another copy of Activity Sheet #14. (Tell them that you will place extra copies of this activity sheet near the Emotion Box.) Ask them to fill one out whenever they experience a strong feeling (emotion) or reaction to something that has happened during the day.

4. Explain that they may place their notes into either box.

a. Have the students use the "Private" box when they want to express how they feel deep down inside and do not want even the teacher to read or know how they feel.

b. Have the students use the "Notes to My Teacher" box when they wish to share their feelings, or to make suggestions for improving the room or school.

5. Have the students tape envelopes to their desks to receive notes from you.

a. Use this opportunity to express your feelings to your students by writing them words of praise, thanks, or encouragement.

b. Respond with some very positive comments if they sign their names to their notes.

V. Help the students to become aware of "group" feelings by making a bulletin board similar to the one on Reference Sheet #5.

A. Have the students review what has happened during the day.

B. Let them vote as to the type of day it has been. (Have the boys and girls vote separately.)

| Resources & Materials | Notes |
| --- | --- |
| 1. Activity Sheet #14 | |
| 3. Activity Sheet #14 | |
| 5. Envelopes (one per student) | |
| V. Reference Sheet #5<br>Construction paper<br>Pipe cleaners | |

1. Decide if it was productive.

2. Decide if it was unproductive.

3. Ask if the class feels contented, happy, angry, etc.

C. Allow two different students, one boy and one girl, to indicate the class's daily feelings by placing a smile or a frown on the bulletin board faces.

| Resources & Materials | Notes |
| --- | --- |
| | |

Capsule #4
Symbols of Emotions

I. Use this capsule to help students recognize that facial expressions only symbolize feelings. Do not implement all of the following activities. Study the pre-test results to determine the needs of the students. Choose carefully those activities that will best help the students identify five (5) emotions symbolized by five (5) different facial expressions. (See P.O. #1)

II. Draw a picture of a dollar sign on the board. Ask, "What is this?" Encourage the students to reply that it is a symbol of a dollar. Respond by saying, "Yes, most people recognize this as a symbol for a dollar." Explain that a symbol is a picture or design used instead of words. Tell the students that they will be shown a few more symbols. Explain that as they look at these symbols they should try to identify what they represent.

A. Show Reference Sheets #6 and #19a - symbols of peace.

B. Show Reference Sheets #7 and #19b - Olympic rings - symbolizing five countries linked in friendship.

C. Show Reference Sheets #8 and #19b - symbols representing different businesses.

D. Show Reference Sheets #9 and #19c - symbols representing different holidays.

E. Show Reference Sheets #10 and #19a - symbols representing different traffic signals.

F. Continue activities such as these during the entire school year; i.e., Halloween symbols, Christmas symbols, spring symbols, etc.

III. Have the students look at the United States' Flag.

A. Ask them what they think each part of the Flag symbolizes.

1. Explain that the stars - represent the fifty states.

2. Explain that the stripes - represent the thirteen original colonies.

3. Explain that the colors - are red for courage and hardiness; white for purity and innocence; and blue for vigilance, perserverance, and justice. Explain that another version says George Washington stated that the red represents our mother country (Great Britian) and the white symbolizes that we are separate from our mother country.

| Resources & Materials | Notes |
| --- | --- |
| A. Reference Sheets #6 and #19a<br>B. Reference Sheets #7 and #19b<br>C. Reference Sheets #8 and #19b<br>D. Reference Sheets #9 and #19c<br>E. Reference Sheets #10 and #19a<br><br>III. United States' Flag | |

B. Explain that the colors and designs of the flags of other countries symbolize things and ideas that are important to the people of those countries.

IV. Have the students design and construct either an "Emotion" flag or a "Me" flag.

A. Construct "Emotion Flags" which symbolize the students' own emotions or ideas.

1. Make a flag in one of two ways:

a. Ask the students to design flags and divide each one into five sections.

b. Give the students Activity Sheet #15.

2. Ask them to think of something personal that represents love, fear, happiness, hate, and contentment.

3. Tell them to draw a picture in each of the five sections of their flags. Have the pictures symbolize each of the feelings described above.

B. Construct "Me Flags" which best symbolize the students' ideas, strongest emotions, beliefs, etc.

1. Stress that design and colors should be carefully selected.

2. Do not allow negative criticism.

C. Encourage class discussion after the students have completed their "Emotion" or "Me" flags.

1. Give the students an opportunity to explain to the class what their symbols represent.

2. Do not <u>force</u> students to participate.

3. Ask the students how they felt about designing their own flags.

4. Ask them if some emotions or ideas were difficult to symbolize.

V. Introduce the idea that facial expressions symbolize emotions.

A. Give the students Activity Sheet #16.

| Resources & Materials | Notes |
| --- | --- |
| IV. White construction paper | |
| b. Activity Sheet #15 | |
| A. Activity Sheet #16 | |

B. Ask the students to identify the facial expressions portrayed in the picture. Allow them to hold it so that they see either a smile or a frown.

C. Ask them what the facial expressions of a smile or a frown symbolize. (Happiness and sorrow)

D. Explain that facial expressions may not really express how a person feels but people have learned that certain facial expressions usually give them clues as to how a person feels inside.

E. Ask the students to identify clues given by facial expressions that help them determine how others feel; i.e., mouth - puckered, turned up or down, open; eyes - narrow slits, opened wide; brow - wrinkled or smooth; eyebrows - raised, pulled together, normal; nose - nostrils tight or flared; chin - jutted out, quivering.

F. Explain that as people grow older they learn to look for many symbols and/or clues to help them understand how others feel.

G. Have the students color the faces on Activity Sheet #16 and add other features; i.e., hair, mustaches, glasses, etc.

VI. Ask the students to identify body clues if they are interested; i.e. hands - shaking, fisted, relaxed; body - erect or slouched; etc.

VII. Let the students take turns making facial expressions:

A. Have other students guess what emotion the student's face is expressing.

B. Ask the students to identify the clues that helped them to guess that emotion.

C. Ask the students how they felt inside after they role-played different emotions.

D. Stress that facial expressions only symbolize emotions. Encourage students to become aware that most people often hide how they feel deep inside.

VIII. Give the students Activity Sheet #17.

A. Ask them to study the faces carefully.

B. Tell them to write the names of the emotions expressed under the correct pictures. (Do not allow them to interact with each other as they complete this activity.)

| Resources & Materials | Notes |
| --- | --- |
| G. Activity Sheet #16<br>Crayons or magic markers | |
| VIII. Activity Sheet #17 | |

C. Allow the students to discuss their answers after they have completed this activity. Stress that no answers are wrong.

D. Display an enlarged copy of Activity Sheet #17 on a bulletin board. Write under each picture the name that the majority of students identified as the emotion symbolized.

*IX. Have the students make reed emotion mobiles. Make the mobiles from reeds and tissue paper in the shape of faces. Let the students decorate them to symbolize different emotions.

A. Soak a reed in cold water until it bends without cracking.

1. Bend the wet reed into the desired shape.

2. Cut it, and tie the ends together.

3. Let it dry.

B. Spread glue on the reed when it is dry.

1. Place the desired color of tissue paper over the glue and the reed.

2. Watch for wrinkles because the paper must be smooth.

3. Turn the reed over, and complete the other side in the same way.

4. Cut off any excess tissue paper when the glue is dry.

5. Trim the edges neatly.

C. Decorate the circles with yarn, sequins, glitter, etc. Let students vary the shapes and sizes of the eyes and mouth to symbolize different emotions.

D. Shellac either before or after decorating. Be careful, because the shellac will discolor the sequins.

E. Place the shellaced pieces on waxed paper until they dry.

F. Use a needle to thread the string through the tissue paper.

G. Hang the mobile faces from a larger sized circle.

H. Hang the faces so that the mobile has a well-balanced appearance. Use an uneven number of 7 or more.

*Developed by Deanie McCoy - Art instructor at the Coloma Middle School.

| Resources & Materials | Notes |
| --- | --- |
| D. Activity Sheet #17 | |
| IX. No. 5 reed (other size will work)<br>Elmer's glue<br>Reed cutters (or old dull scissors)<br>White string or nylon thread<br>Yarn -- assorted colors<br>Scissors<br>Sequins<br>Glitter<br>Needle<br>Paint brush<br>White shellac<br>Alcohol to clean the brush<br>Wax paper | |

Capsule #5
Eliciting Feelings

I. Use this capsule to help students become more aware that everyone is affected by incidents, things, and people around him/her. Choose those activities that will help the students identify the emotions which would most likely be felt during a given situation. (See P.O. #4)

*II. Divide the students into small groups. Give each group the same or different pictures depicting a facial expression. Ask each group to identify as many words as possible elicited from the facial expression illustrated. Note the following examples:

A. Construct "A Smiling Daisy."

1. Show one group a copy of Reference Sheet #11.

2. Explain to them that some things put smiles on people's faces.

3. Have them make a large daisy for display.

4. Ask them to identify as many emotions as possible that may cause someone to have a smile on his/her face. (Encourage them to use the dictionary.)

5. Tell them to write the names of these emotions on the petals of the daisy.

B. Construct "A Frowning Cloud."

1. Show another group a copy of Reference Sheet #12.

2. Have them follow the same basic procedure as in the preceding activity, but have them identify words that might cause a frown.

3. Have them cut out a large gray cloud and large drops of rain.

4. Have the students name as many emotions as possible that may cause someone to have a frown on his/her face. Write these emotions on the raindrops.

C. See Reference Sheets #13a and #13b for other examples. (Continue this type of activity throughout the school year.)

*Adapted from: Elementary School Guidance and Counseling

| Resources & Materials | Notes |
| --- | --- |
| 1. Reference Sheet #11 | |
| 1. Reference Sheet #12 | |
| C. Reference Sheets #13a and #13b | |

*III. Have the students collect data to determine whether or not the weather has any effect on how they feel.

*A. Give the students Activity Sheet #18.

B. Ask them to keep a record of the weather and of how they feel at a specific time each day.

C. Have them compare their charts with the other students in the class at the end of two weeks.

D. Allow the students to decide whether or not they think the weather affects their feelings.

IV. Show the students pictures that depict different facial expressions and varied situations; i.e., SRA photoboard #3, 5, 6, 9-17, 21, 23, 32, and 39 or Activity Sheets #19-23.

A. Ask the students to identify the emotions they think are being exhibited.

B. Ask them to identify clues that helped them draw those conclusions.

C. Allow them to write or tell why they think the people are acting the way they do.

V. Use Reference Sheets #14a-18a. Mount these pictures on pieces of construction paper. Attach typewritten questions from Reference Sheets #14b-18b to the backs of the pictures.

A. Allow the students to work independently.

1. Give the students one or more of the mounted pictures.

2. Tell them to carefully study the facial expressions, gestures, dialogue, etc.

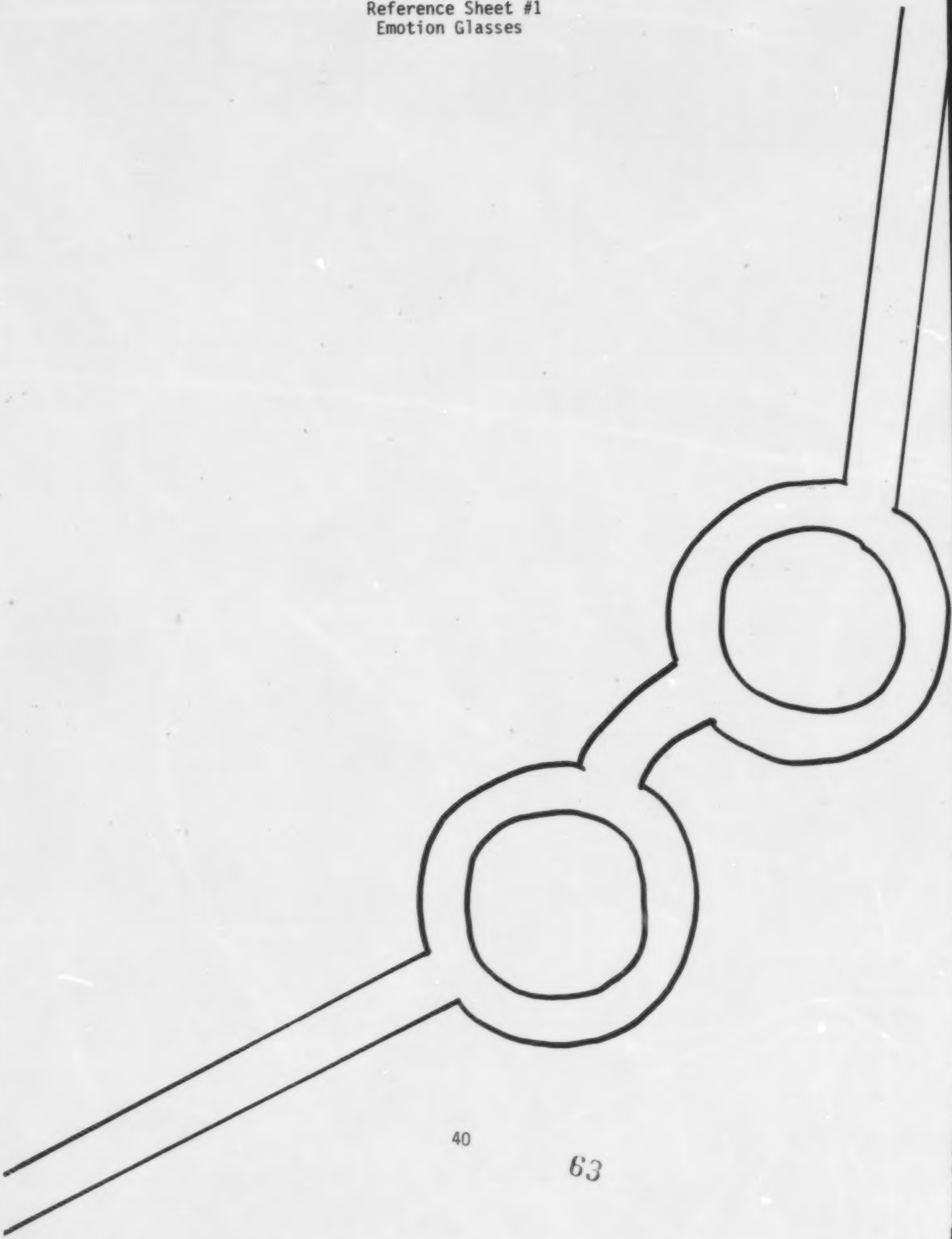
3. Ask them to respond orally or in writing to the questions mounted on the backs of the pictures.

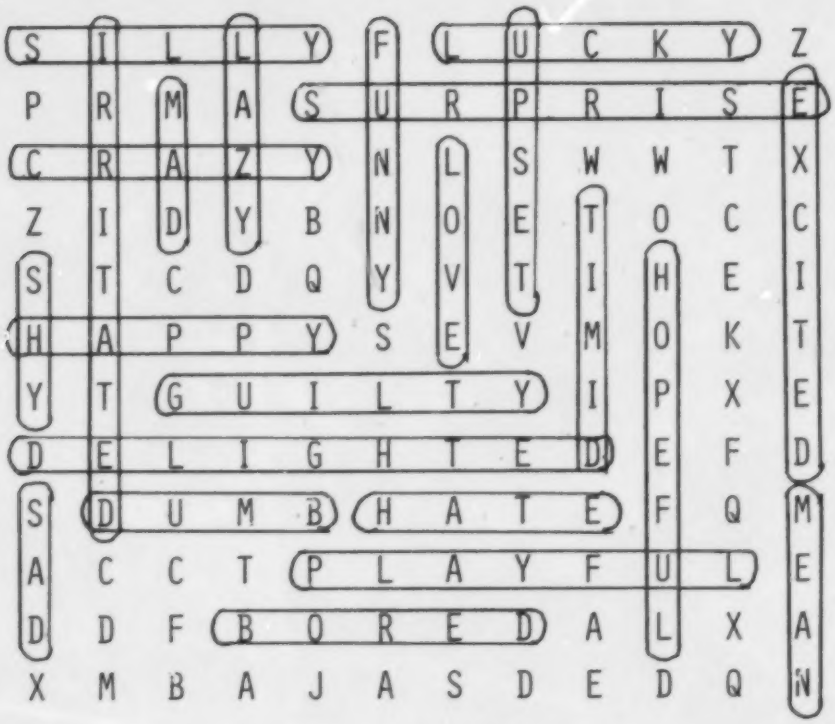
B. Have the students work in small groups and proceed in a manner similar to the directions in Section A.

*Adapted from: Threads - Reid, A., Kopy Kat Printing, MN., 1972.

| Resources & Materials | Notes |
| --- | --- |
| A. Activity Sheet #18 | |
| IV. Activity Sheets #19-23<br>SRA photoboards #3, 5, 6, 9-17, 21, 23, 32, and 39 from Focus on Self Development Stage III. | |
| V. Reference Sheets #14a-18a<br>Reference Sheets #14b-18b | |

Reference Sheet #1
Emotion Glasses




S I L L Y F L U C K Y Z
P R M A S U R P R I S E
C R A Z Y N L S W W T X
Z I D Y B N O E T O C C
S T C D Q Y V T I H E I
H A P P Y S E V M O K T
Y T G U I L T Y I P X E
D E L I G H T E D E F D
S D U M B H A T E F Q M
A C C T P L A Y F U L E
D D F B O R E D A L X A
X M B A J A S D E D Q N

The following are lyrics of songs from the album, "I Wonder" by Ruth Bebermeyer.

HOW DO YOU FEEL?

How do you feel this morning (afternoon)?
How do you feel today?
I feel _____ this morning (afternoon).
_____ feels _____ today.

SOMETIMES IT FEELS GOOD (TO FEEL BAD)

Sometimes it feels good to feel bad,
Sometimes I am happy to be sad;
But my sad turns into mad,
When somebody says, "Be glad!"
When I was feeling good just feeling bad!

HAPPINESS HAPPENS

Happiness happens!
When I try to plan it
Somehow that seems to ban it,
When I really want it
And diligently hunt it,
It never seems to come my way.
But when I'm busy living,
When I'm going, getting, giving,
When I'm taking, loving, sharing,
And laughing, crying, caring,
And just sort of being free,
Happiness happens to me!

Happiness happens!
Sometimes it's very quiet,
Sometimes it's like a riot,
It may come in the morning
Or at noon without a warning.
You can't predict the time or way.
It may make you want to smile,
Laugh,or sing if that's your style.
It may make you want to call
Just most anyone at all,
There's no telling what you'll do,
When happiness happens to you!

YOU'RE JUST A KID

"You're just a child, you're just a kid,"
They say, and from the way it's said,
It sounds somehow like I'm not people yet.
I get confused and I feel sad,
From all the feelings that I've had,
I always thought that I was people too!

"You're just a child, do as you're told,"
They say, and everytime they scold
I wonder what it is I'd have to do
To get into that people place
I think it's called the human race,
I always thought that I was people too!

I'M SO MANY PEOPLE

I'm so many people,
At least, that's how I feel.
Sometimes I can't make up my mind
Which one of us is real.
One wants to go one way,
Another disagrees,
It really is confusing
To be so many me's!

One would like to hurry
And be grownup today;
One likes being small
So I have lots of time to play.

One wants to find adventure
And travel everywhere,
One just wants to stay at home,
One would like to share
My deepest inside feelings
With someone else, but one
Would never, ever talk about
Those things to anyone.

One really likes myself a lot,
One thinks I'm not so good;
How can there be so many me's?
I wish I understood
How I can keep from being pulled apart,
Can they agree?
Or if they can't how can I tell
Which one is really me?

WHAT DO YOU DO (WHEN YOU'RE MAD)?

What do you do when you're mad at somebody,
When you want to hit and holler
And grab him by the collar
And use all the words you know
That say you hate him so.
What do you do when you're mad?

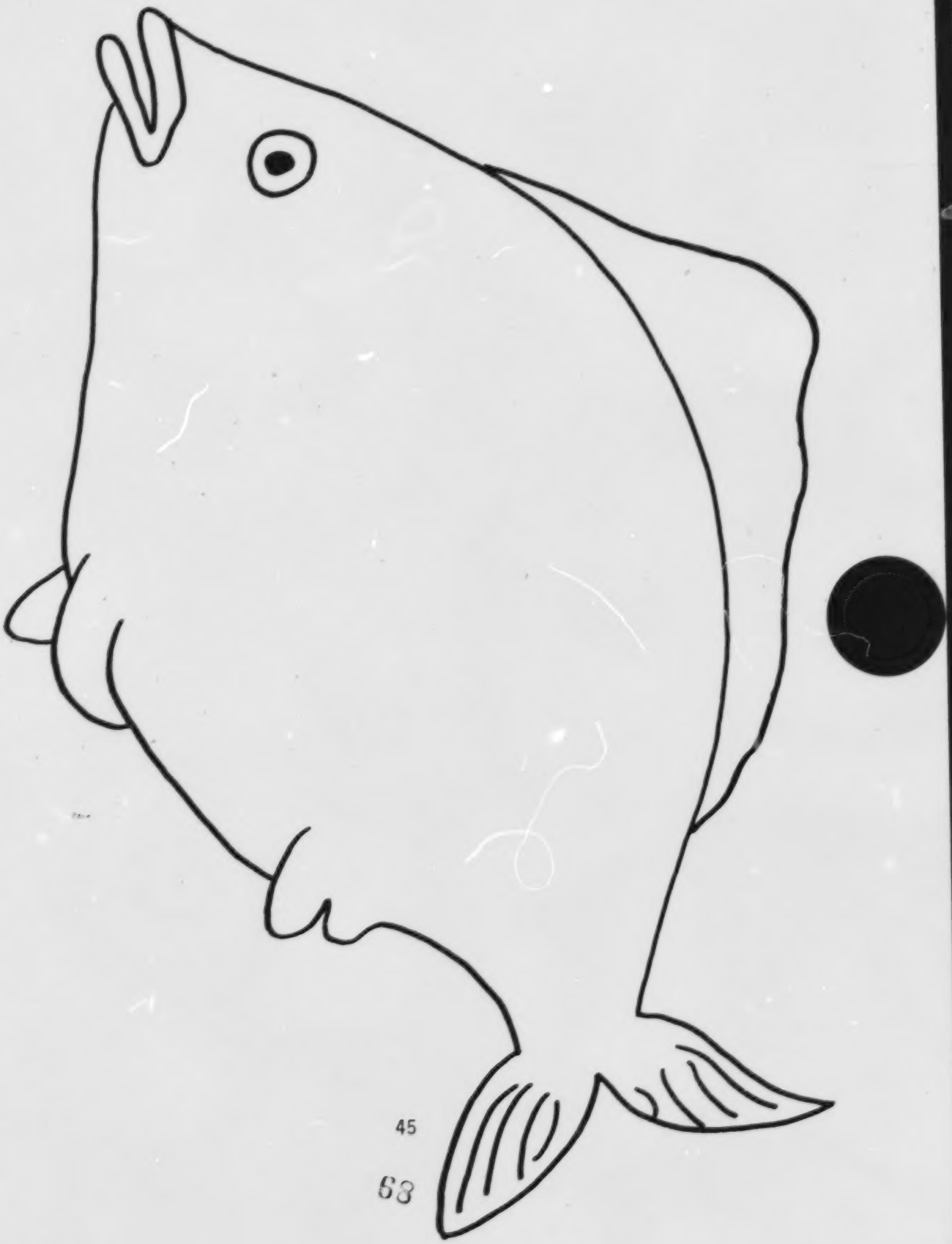
What do you do when you're mad at somebody.
Do you blame him for your feeling
Mad enough to hit the ceiling,
Do you say to him, "You're bad!!!"
Or can you just say, "I feel mad!"
What do you do when you're mad?

What do you do when you're mad at somebody,
Do you stop to look inside
Where your other feelings hide?
Underneath your hating part
You may find a hurting heart.
What do you do when you're mad?

What do you do when you're mad at somebody,
Do you ever stop to wonder
What he might be feeling under
The things he said to you?
It could be he's hurting, too.
What do you do when you're mad?

What do you do when you're mad at somebody,
Do you say that it's the end
And you'll never be his friend?
Do you leave and slam the door
Or do you say, "Let's talk some more."
What do you do when you're mad?

Reference Sheet #4a



Possible Role-Playing Situations

You are an evil scientist who has just made a horrible monster.

You are a happy baby.

You are reaching for a big red balloon above your head--just out of reach.

You are a teacher scolding a boy for running in the hall.

You are a grump.

You are an angry policeman who has just arrested a man for reckless driving.

You are picking up your hat and there is a snake inside.

You just heard a funny joke.

You are a baby whose favorite toy has just been taken away.

A bully is getting ready to slap your face.

You are a four-year-old girl holding her favorite doll.

You are a boy or girl who has just made the Little League team for the first time.

You are mad at your brother for getting into your things.

You are a three-year-old throwing a temper tantrum.

Your pet was just killed.

You are taking home a very poor report card.

You are taking home a very good report card.

Reference Sheet #5

HOW WAS OUR DAY TODAY?

Cut out shapes from construction paper, or use bent pipe cleaners to indicate happy (◡), sad (◠), or so-so (—), feelings. Have the students do either I or II.

I. Have the students take a daily vote to indicate how most class members feel each day. Have two students indicate the class's feelings by placing mouths on the bulletin board faces each day.

   A. Have them put one big smile on the faces to indicate when the class feels great.

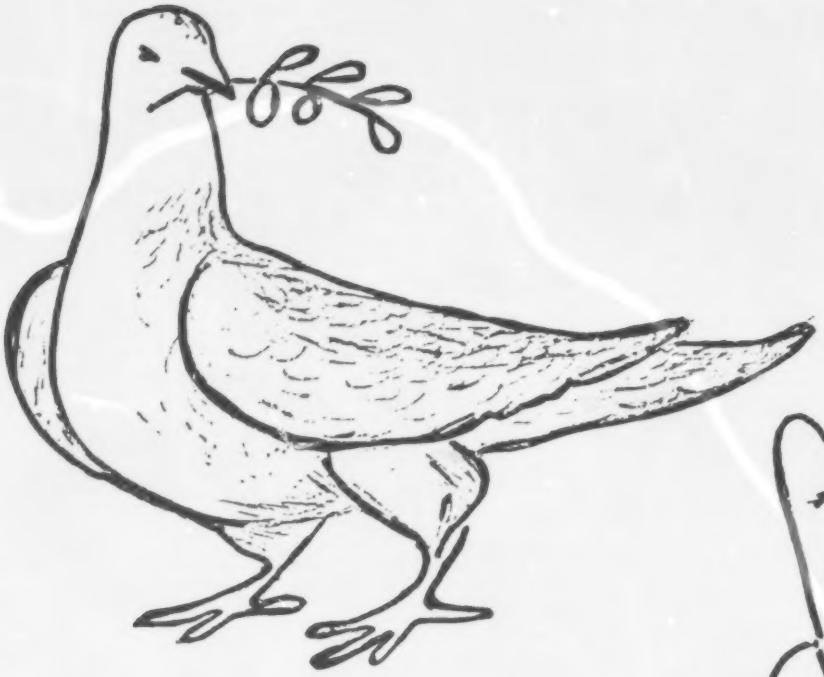
   B. Have them put one small smile or straight mouth on the faces to indicate when the class feels so-so.

   C. Have them put the frowns on the faces to indicate when the class feels sad, unhappy, or down.

   D. Allow the boys and girls to vote separately.

II. Allow one boy and one girl to decide how they think the class feels. Ask them to indicate their decisions by placing the mouths they have chosen on the faces.

Reference Sheet #6



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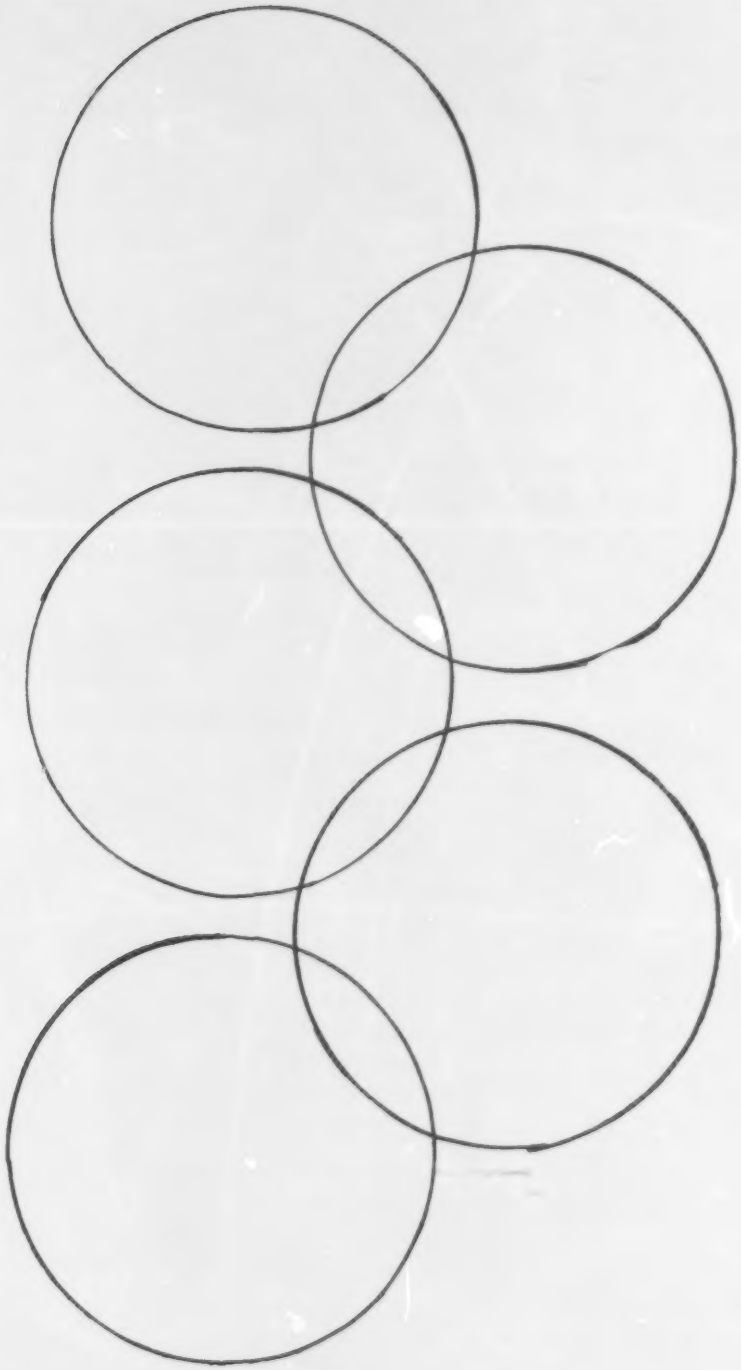

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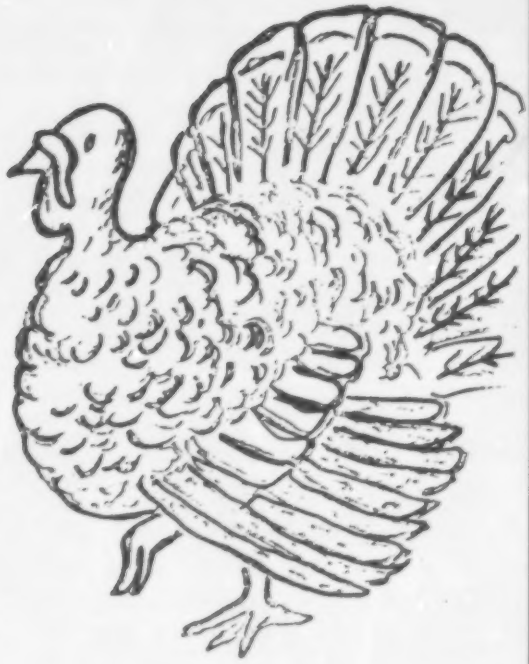

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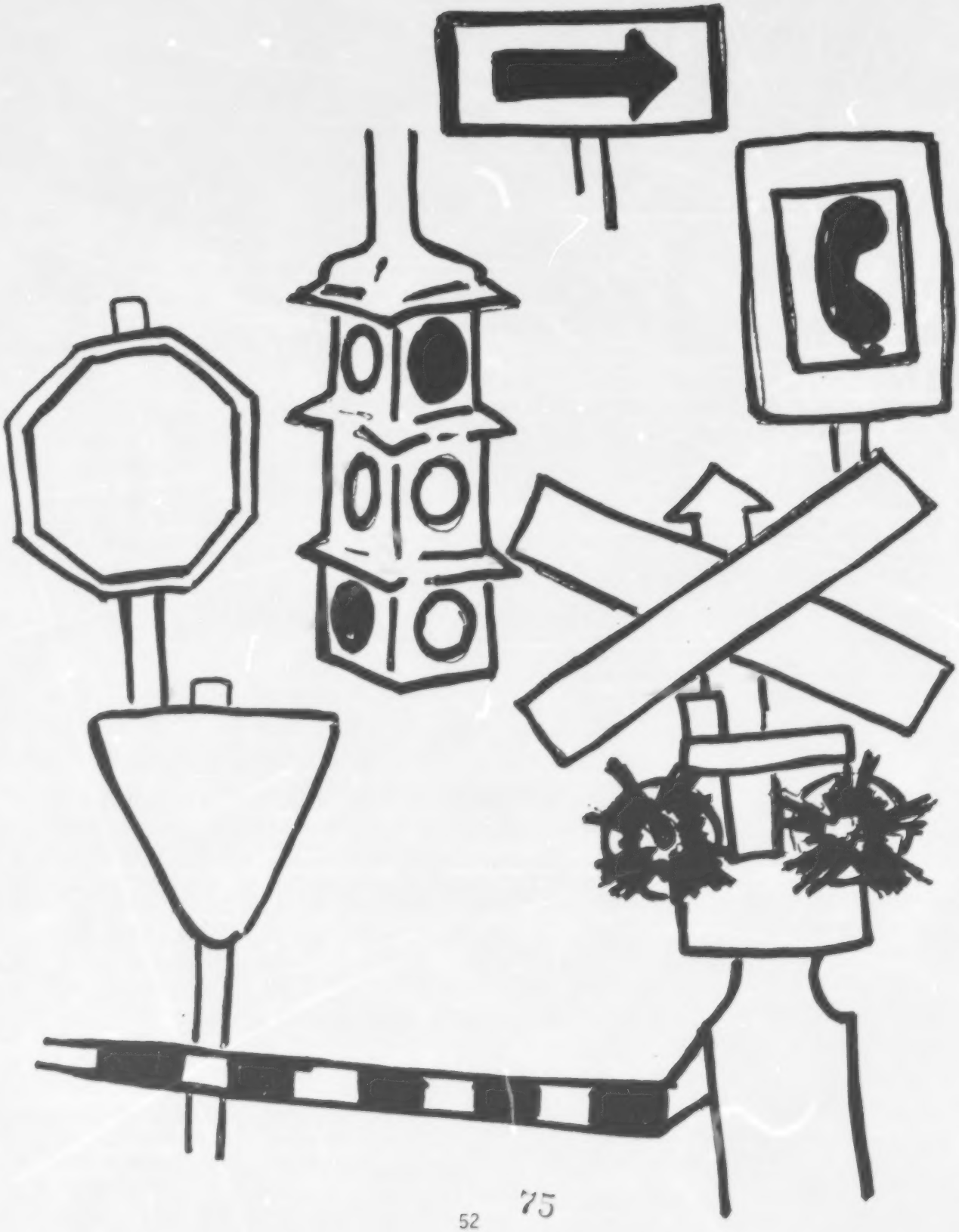

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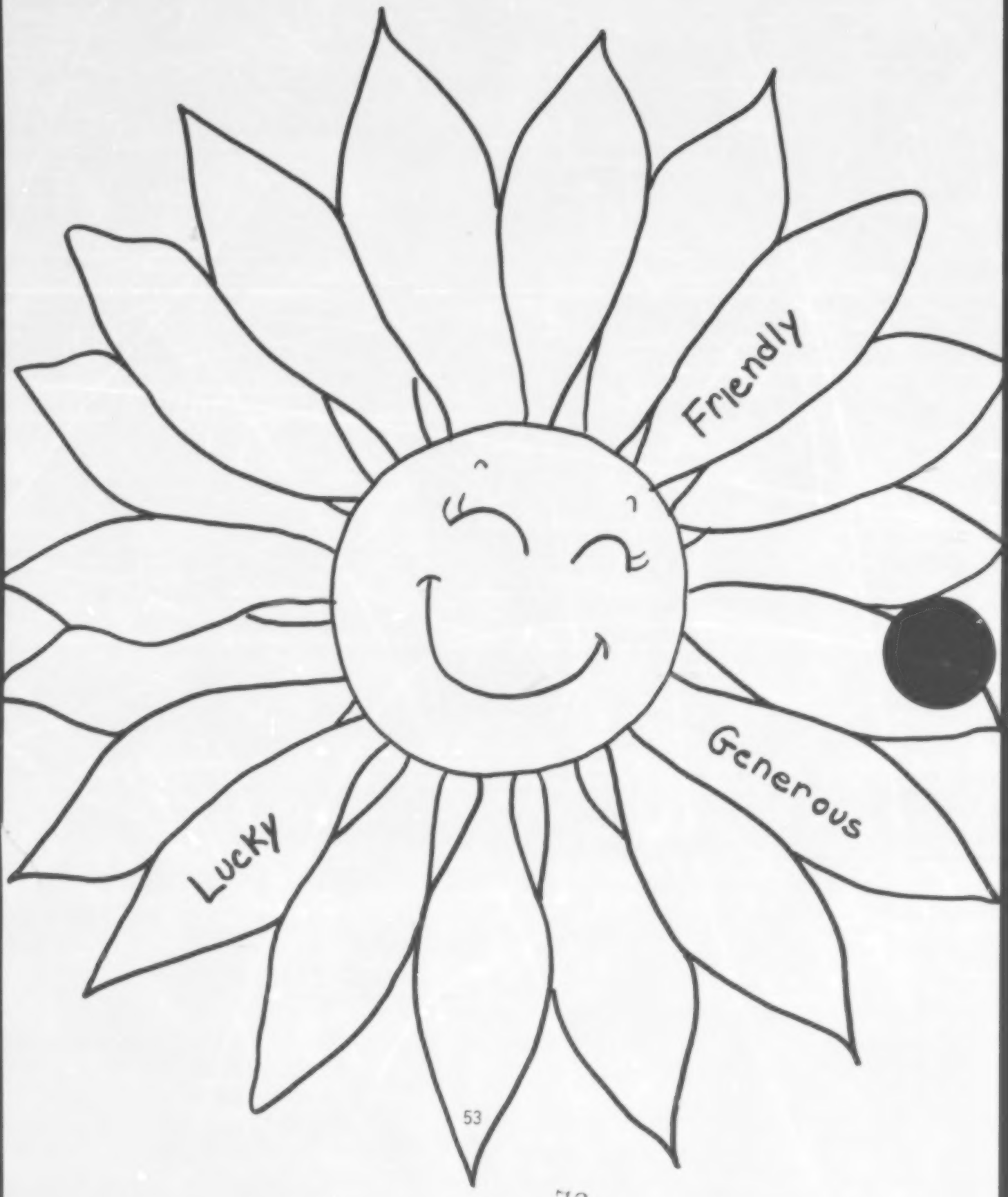


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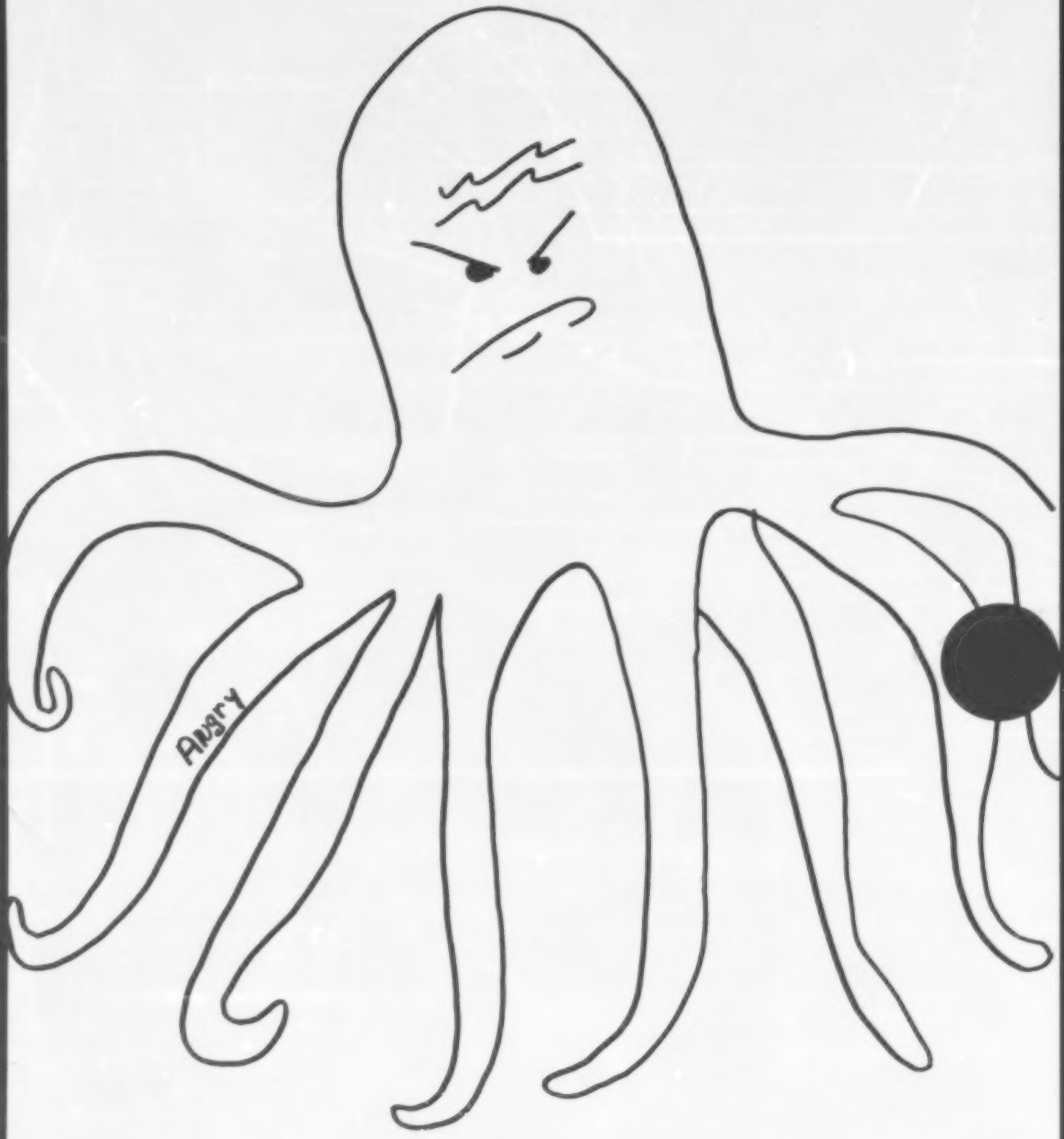
Reference Sheet #12

Reference Sheet #13a



Reference Sheet #13b

Reference Sheet #14a

"NOBODY WANTS ME AROUND."

Reference Sheet #14b

1. How do you think Bryan is feeling? _____

   _____

2. What clues help you to identify how Bryan feels? _____

   _____

3. Can you imagine the situation which causes Bryan to feel this way? ____

   (Explain) _____

4. Have you ever felt like this? _____

   When or why? _____

   _____

Reference Sheet #15a

"WILL YOU BE MY FRIEND?"

Reference Sheet #15b

1. How do you think Bryan feels now?_____

_____

2. What clues help you to identify how Bryan feels?_____

_____

3. Have you ever felt this way?_____

_____

4. If so, when?_____

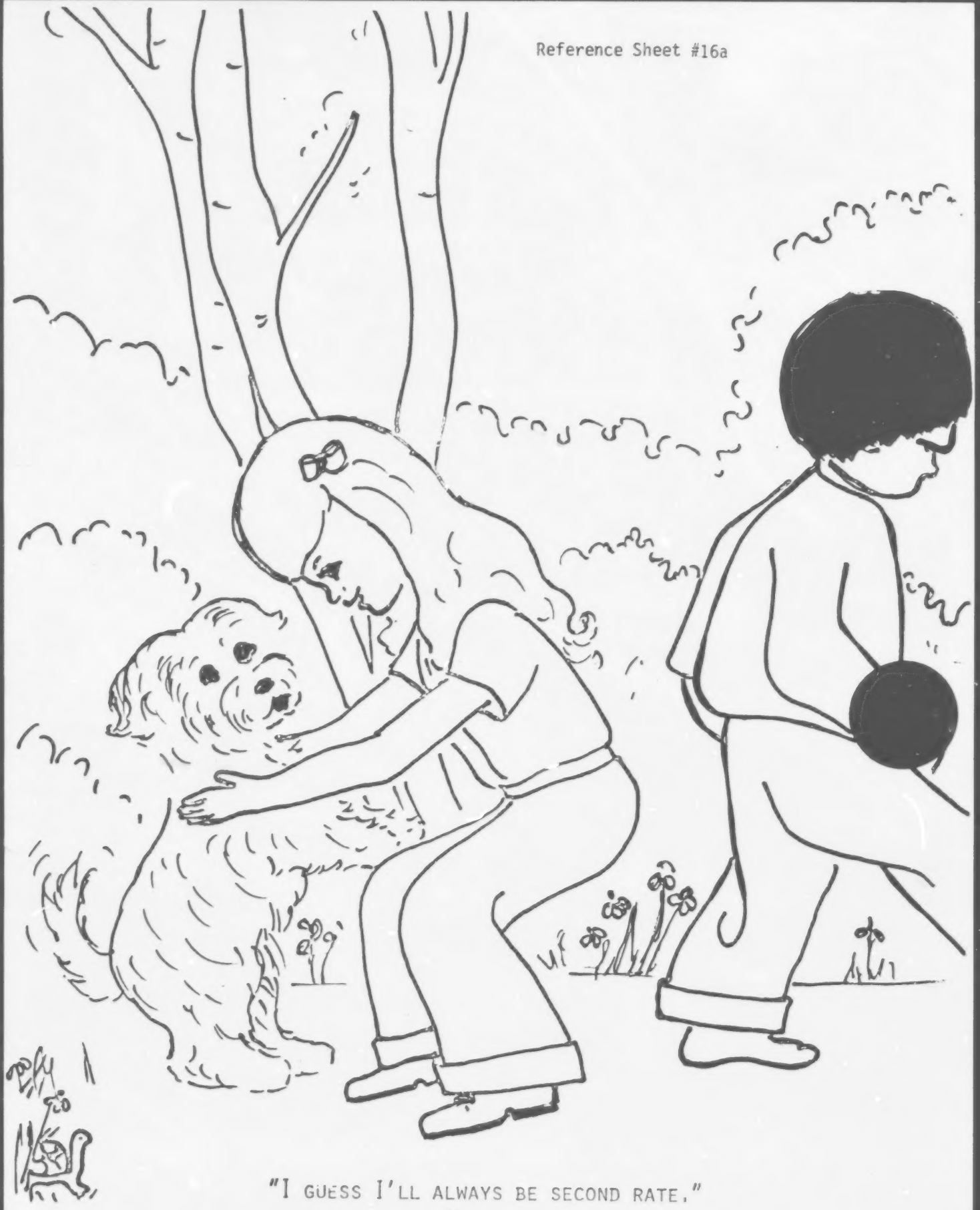
_____

5. Is the dog showing any emotions?_____

_____

6. If so, what clues help you to identify how the dog feels?_____

_____



"I GUESS I'LL ALWAYS BE SECOND RATE."

Reference Sheet #16b

1. How do you think Bryan feels now?_____

_____

2. What clues help you to identify how Bryan feels?_____

_____

3. Have you ever felt like this?_____

_____

4. If so, when?_____

_____

5. How do you think Patty feels?_____

_____

6. Why do you think that?_____

_____

7. What would you have done, if you were Patty, to make Bryan feel better?

_____

_____

"SOMEBODY PLEASE HELP!!!"

Reference Sheet #17b

1. How does Patty feel?_____

_____

2. How do you know?_____

_____

3. Have you ever felt this way?_____

_____

4. When?_____

_____

5. How do you think the man feels?_____

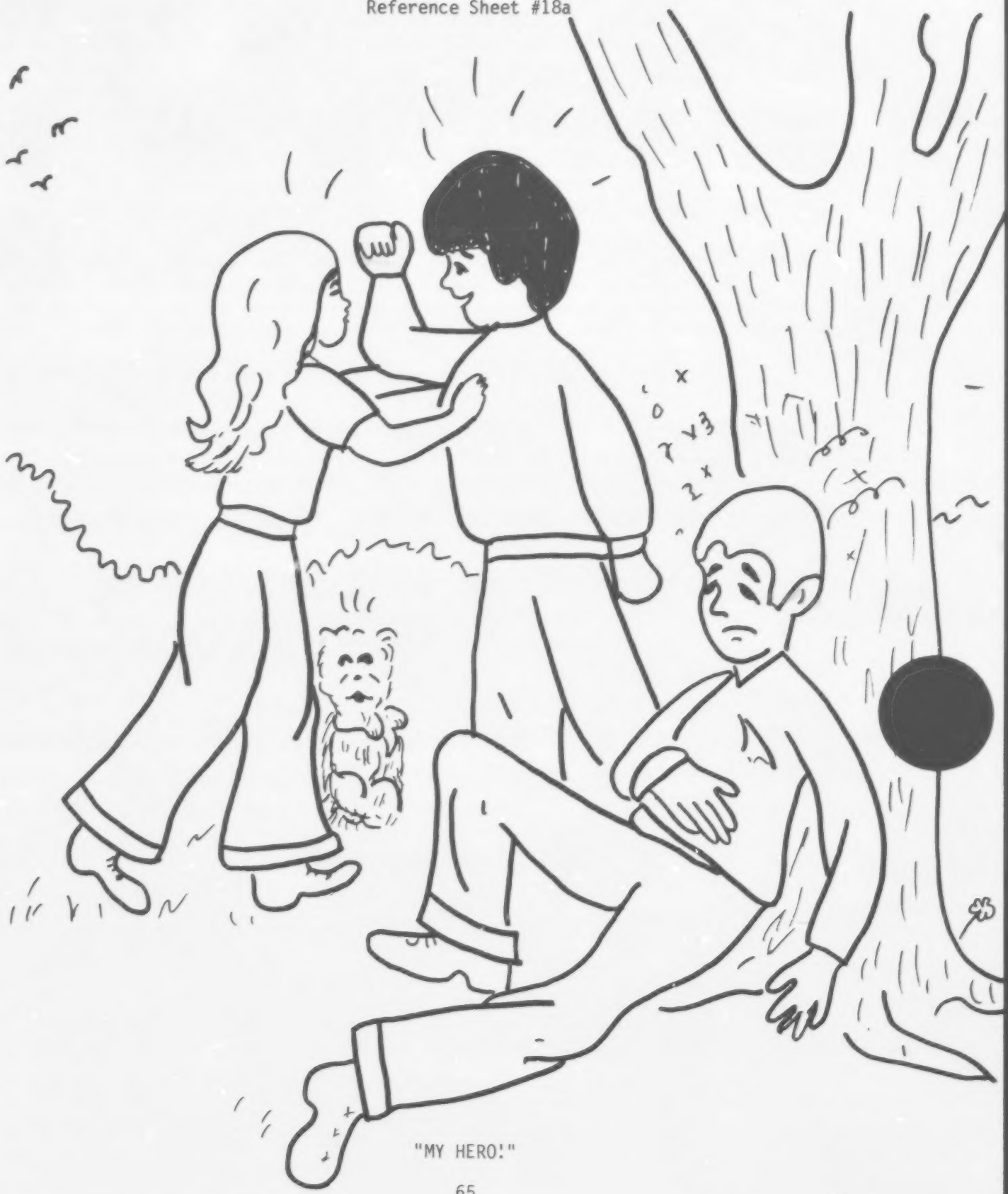
_____

6. Have you ever known anyone who reminded you of this man?_____ _____

_____

7. If so, what were your feelings toward him?_____

_____



"MY HERO!"

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1. How do you think Bryan feels now?_____

_____

2. Have you ever felt that way?_____

_____

3. If so, when?_____

_____

4. How do you suppose Patty feels now?_____

_____

5. Do you ever tell people when you care about them, when you are proud of them, or when you appreciate them?_____

_____

6. If so, when?_____

_____

7. Have you ever wished that you had told someone how much you cared?_____

_____

8. Is so, when?_____

_____

Reference Sheet #19a

"Symbols of Peace and Traffic Signals"

*Symbols of PEACE

The dove is a symbol of peace. The Bible said that Noah sent a dove to see if the waters had gone down.

*Olympic Rings

The Olympic Rings are the symbol of the Olympic Games and appear on the Olympic Flag. The rings are blue, yellow, black, green, and red. They represent the continents of Eurasia (Europe and Asia), Africa, North America, South America, and Australia linked in Friendship.

Symbols for Traffic Signals

One way sign
Stop sign
Traffic Light - stop, caution, go
Yield sign
Telephone
Railroad crossing

*World Book Encyclopedia, Field Enterprises Educational Corporation, 1969.

Reference Sheet #19b

"Symbols of Businesses"

*Barber Pole

In early days barbers were surgeons, but the two professions were separated by an act passed during the reign of Henry VIII. Barber-surgeons were forbidden by this act to do any surgical operation except bloodletting or tooth drawing.

The sign of the barber's profession is still widely kept. It is a pole with red and white stripes in a spiral. The stripes represent the bandage with which the barber wrapped his patient after bloodletting.

Key - Symbol of a locksmith.

Rx - Recipe symbol of a pharmacist.

Presumably based on the sign of Jupiter (♃) and used to encourage the god in writing a prescription.

Mortar and Pestle - Symbol of a pharmacist.

Used to mix drug compound.

*World Book Encyclopedia, Field Enterprises Education Corporation, 1969.

Reference Sheet #19c

"Symbols of Holidays"

*1. CHRISTMAS

There are several stories about the origin of the Christmas tree. People in Scandinavia once worshiped trees. When they became Christians, they made evergreen trees part of Christian festivals.

One legend tells how the first Christmas tree was shown in a miracle to an English missionary named Winfrid. About 1,200 years ago, Winfrid traveled through northern Germany. One day, he found a group of heathens at an oak tree near Geismar. They were preparing to sacrifice little Prince Asulf to the god Thor. Winfrid stopped the sacrifice and cut down "the blood oak." As the oak fell, a young fir tree appeared. Winfrid told the people that the fir was the tree of life, representing Christ.

*2. THANKSGIVING

In the United States and Canada, a day is set aside each year as Thanksgiving Day. On this day, people give thanks with feasting and prayer for the blessings they may have received during the year. The first Thanksgiving Days were harvest festivals, or days for thanking God for plentiful crops. For this reason, the holiday still takes place late in the fall after the crops have been gathered.

The first American Thanksgiving was celebrated less than a year after the Plymouth colonists had settled in the new land. The first dreadful winter in Massachusetts had killed nearly half of the members of the colony. But new hope grew up in the summer of 1621. The corn harvest brought rejoicing. Governor William Bradford decreed that a three-day feast be held.

The women of the colony spent many days preparing for the feast. The children helped by turning roasts on spits in front of open fires. Indians brought wild turkeys and venison (deer meat). The men of the colony brought geese, ducks, and fish. The women served the meat and fish with johnnycake, corn meal bread with nuts, and succotash. Everyone ate outdoors at big tables.

*3. HANUKKAH

Hanukkah is the Jewish Feast of Lights or Feast of Dedication. The holiday begins on the eve of the 25th of the Hebrew month of Kislev, and lasts eight days. It usually falls in the month of December.

In 165 B.C., after a three-year struggle, the Jews in Judea defeated the Syrian tyrant Antiochus. They held festivities in the Temple in Jerusalem and rededicated it to God. After cleaning the Temple of Syrian idols, they found only one small cruse of oil with which to light their holy lamps. But, miraculously, the cruse provided oil for eight days. Judas Macabaeus, the Jewish leader, then proclaimed a festival to be observed by Jews.

*World Book Encyclopedia, Field Enterprises Education Corporation, 1969.

During Hanukkah, gifts are exchanged and contributions made to the poor. Each evening one additional candle is lighted on the Hanukkah menorah (candelabra). By the last evening, eight lighted candles stand together.

*4. VALENTINE'S DAY

Valentine's Day is celebrated on February 14 as a festival of romance and affection.

Beliefs and Customs

Years ago, people held many beliefs in connection with Valentine's Day. One of the oldest beliefs said that birds choose their mates on February 14. An old English superstition warned that it was bad luck to bring snowdrops into the house before Valentine's Day if unmarried girls in the home hoped to be married before the end of the year.

Most Valentine's Day customs were concerned with romance or the choice of a mate. Single girls had many ways of learning the identity of their future husbands. Sometimes a girl wrote her boy friends' names on bits of paper and rolled each name in a little piece of clay. She then dropped the clay into water. The first scrap of paper to rise to the top was supposed to contain the name of her true valentine. Some unmarried girls pinned five bay leaves to their pillows on the eve of Valentine's Day. They pinned one leaf to the center of the pillows and one to each corner and believed they would see their husbands in their dreams if the charm worked.

In Derbyshire, England, young women circled the church 12 times at midnight and repeated the words, "I sow hempseed, hempseed I sow, he that loves me best, come after me now." After that, their true valentine was suppose to appear. Some young ladies rose early on February 14, looked through the keyhole, and hoped to see two objects. If a girl saw only one object in her first peep through the keyhole, she supposedly had little chance of being married that year.

In some places, an unmarried girl would strike her forehead with a folded rose petal. If the petal cracked, the girl knew that her valentine loved her. When a girl finally married, she could no longer take part in the romantic Valentine's Day customs.

History

The Romans celebrated their feast of Lupercalia as a lovers' festival for young people. Young men and women chose partners for the festival by drawing names by chance from a box. Then the partners exchanged gifts as a sign of affection. They usually continued to enjoy one another's company long after the festival. Many such courtships ended in marriage.

*World Book Encyclopedia, Field Enterprises Educational Corporation, 1969.

Historians disagree about the identity of St. Valentine. One St. Valentine was a priest who lived in Rome during the 200's under Emperor Claudius II. The Romans jailed him for aiding persecuted Christians. People believed that he cured his jailkeeper's daughter of blindness. About A.D. 270, the Romans beheaded him.

Another St. Valentine was a bishop of Terni, about 60 miles from Rome. One source says that he was persecuted for converting a Roman family to Christianity. He was beheaded in Rome about A.D. 273.

*5. INDEPENDENCE DAY

Independence Day is the birthday of the United States of America. It is celebrated on July 4 each year in the states and possessions of the United States. Independence Day is the anniversary of the day on which the Declaration of Independence was adopted by the Continental Congress - July 4, 1776.

Independence Day was first observed in Philadelphia on July 8, 1776. The Declaration was read, bells were rung, bands played, and people rejoiced.

*6. CHINESE NEW YEAR

This is celebrated in midwinter with religious ceremonies, parades, firecrackers, and merrymaking. Men also dress up with huge lion and dragon masks.

*7. HALLOWEEN

Halloween is a festival celebrated on October 31. Its name means hallowed or holy evening because it takes place the day before All Saints' Day.

Many superstitions and symbols are connected with Halloween. The Irish have a tale about the origin of Jack-O'Lanterns. They say that a man named Jack was unable to enter heaven because of his miserliness. He could not enter hell because he had played practical jokes on the devil. So he had to walk the earth with his lantern until Judgment Day.

The Druids, an order of priests in Ancient Gaul and Britain, believed that on Halloween, ghosts, spirits, fairies, witches, and elves came out to harm people. They thought the cat was sacred and believed that cats had once been human beings but were changed as a punishment for evil deeds. From these Druidic beliefs comes the present-day use of witches, ghosts, and cats in Halloween festivities.

*World Book Encyclopedia, Field Enterprises Educational Corporation, 1969.

Activity Sheet #1

Name_____

Date_____

S I L L Y F L U C K Y Z
P R M A S U R P R I S E
C R A Z Y N L S W W T X
Z I D Y B N O E T O C C
S T C D Q Y V T I H E I
H A P P Y S E V M O K T
Y T G U I L T Y I P X E
D E L I G H T E D E F D
S D U M B H A T E F Z M
A C C T P L A Y F U L E
D D F B O R E D A L X A
X M B A J A S D E D Q N



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Activity Sheet #2

Name _____

Date _____

I FEEL HAPPY WHEN _____

_____

WHY? _____

_____

Activity Sheet #3

Name_____

Date_____

I FEEL SAD WHEN _____

_____

WHY?_____

_____

Activity Sheet #4

Name _____

Date _____

I FEEL ANGRY WHEN _____

_____

WHY? _____

_____

Activity Sheet #5

Name _____

Date _____

I FEEL PROUD OF MYSELF WHEN _____

_____

WHY? _____

_____

Activity Sheet #6

Name _____

Date _____

I FEEL ASHAMED WHEN _____

_____

WHY? _____

_____

Activity Sheet #7

Name_____

Date_____

I FEEL FRIGHTENED WHEN _____

_____

WHY? _____

_____



101.

Activity Sheet #8

Name _____

Date _____

I AM SURPRISED WHEN _____

_____

WHY? _____

_____

Activity Sheet #9

Name _____

Date _____

I FEEL JEALOUS WHEN _____

_____

WHY? _____

_____

Activity Sheet #10

Name _____

Date _____

I FEEL GUILTY WHEN _____

_____

WHY? _____

_____

Activity Sheet #11

Name _____

Date _____

I FEEL LONELY WHEN _____

_____

WHY? _____

_____

Activity Sheet #12

Name _____

Date _____

I FEEL MEAN WHEN _____

_____

WHY? _____

_____

Activity Sheet #13

Name _____

Date _____

I FEEL LOVE WHEN _____

_____

WHY? _____

_____

Name (Optional)_____

The emotion I feel is _____

I feel this way because_____

_____

_____

_____

_____

Name (Optional)_____

The emotion I feel is _____

I feel this way because _____

_____

_____

_____

_____

Name (Optional) _____

The emotion I feel is _____

I feel this way because _____

_____

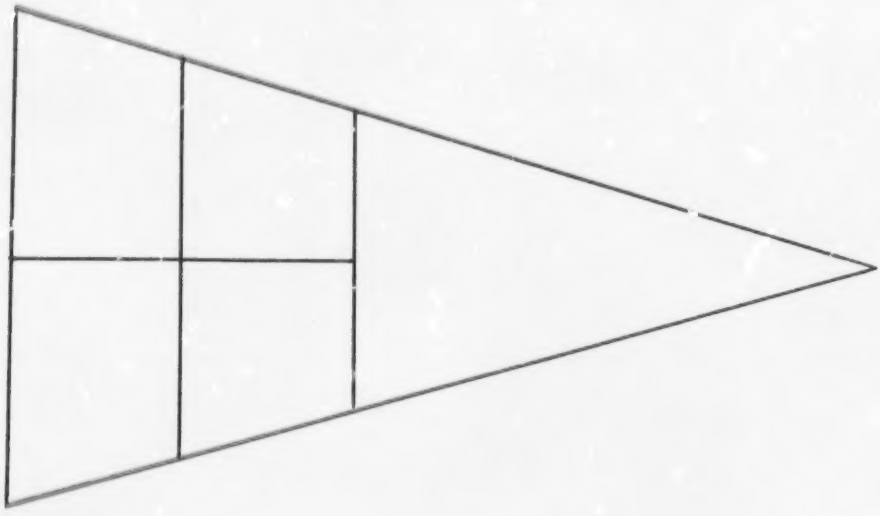
_____

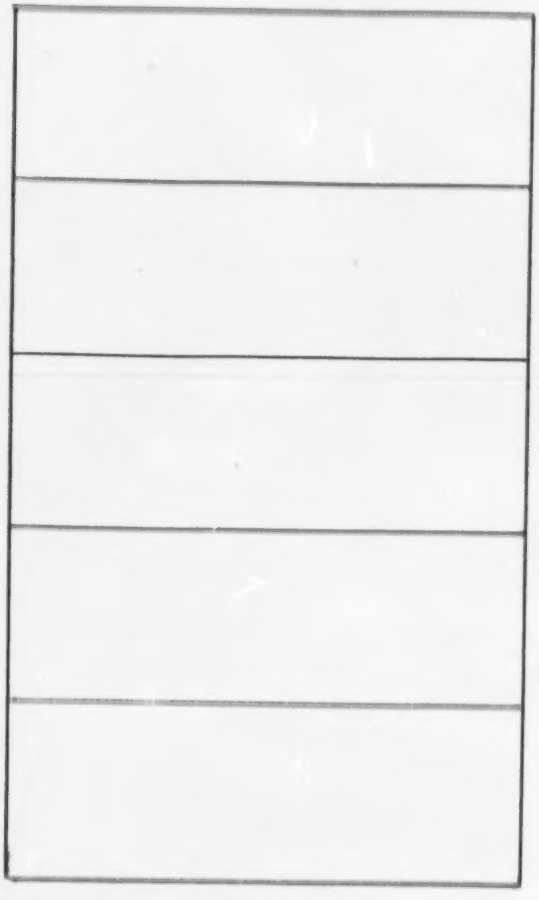
_____

_____

Activity Sheet #15

Example of "Emotion Flags"





Activity Sheet #16

Activity Sheet #17

Name_____

Date_____

What do you think each of the faces is expressing.

1._____

2._____

3._____

4._____

5._____

6._____

Activity Sheet #18

Name _____

Date _____

Week of _____ to _____

| Does the weather affect your feelings? | | GOOD | O.K. | BAD |
|---|---|---|---|---|
| MON | FEELINGS | | | |
| | WEATHER | | | |
| TUES | FEELINGS | | | |
| | WEATHER | | | |
| WED | FEELINGS | | | |
| | WEATHER | | | |
| THURS | FEELINGS | | | |
| | WEATHER | | | |
| FRI | FEELINGS | | | |
| | WEATHER | | | |

1. Place a check (✓) in the spaces above to show how you feel each day.
2. Place a check (✓) in the spaces above to show what the weather is like each day.
3. Count the number of days your feelings and the weather were alike_____.
4. Do you think the weather affects how you feel? _____

Activity Sheet #19

Name _____

Date _____

Activity Sheet #20

Name_____

Date_____



91

115

116

Activity Sheet #21

Name _____

Date _____

Activity Sheet #22

Name_____

Date_____

Name _____

Date _____

Activity Sheet #23